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McCALL-CRABBS

Standard Test Lessons in Reading

TEACHERS MANUAL

Revised and Edited by Robert P. Starr, Ed.D.



Teachers College, Columbia University
New York and London

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INTRODUCTION

The basic idea for *Standard Test Lessons in Reading* was proposed many years ago by Professor William A. McCall, a pioneer in the development of widely used measurement techniques. While administering reading tests as part of a research program in New York City, Professor McCall of Teachers College, Columbia University, observed that testing had a tremendous capacity to increase student motivation. Even reluctant readers appeared to enjoy reading test selections and completing the questions.

Thus the idea for *McCall-Crabbs* was born. Why not design a series of instructional materials based on an actual reading test format? These short test lessons could become an integral part of any reading program, both as a supplement to other activities and as a monitor of reading progress. Most importantly, a well-balanced instructional program that included these test lessons might actually help students *want* to improve their reading ability!

For over fifty years tens of millions of students have proved that the test lesson format works. *McCall-Crabbs* has been adopted by school districts all over the United States and Canada and has been used to monitor the improvement of reading skills throughout the school year. Reading growth is a complex and long-term goal, and *McCall-Crabbs* provides highly motivating "feedback" that can help sustain progress toward longer-range goals.

This completely revised fourth edition of *McCall-Crabbs* continues the tradition of helping students grow in reading skills. The *McCall-Crabbs* format is carefully designed for easy classroom use, and it remains unique in the entire instructional materials marketplace.

DESCRIPTION OF THE SERIES

Each lesson consists of a passage to be read silently by a student, followed by eight multiple-choice questions about the passage. Regardless of whether the student is instructed to mark in the book itself or on a separate answer sheet, the circle preceding the answer chosen, (A) (B) (C) or (D), should be filled in with standard pencil. If grade score norms, G scores, are to be used, each lesson should be timed at three minutes. The usefulness of the test lessons will naturally depend on the care with which they are administered. *Before you administer any lesson, please study carefully the directions given on page 6.*

The *McCall-Crabbs* series consists of six reading levels. For example, Book A is designed for grade 3, and so on as illustrated below:

GR.	2	3	4	5	6	7	8	9	10	11	12
Book A		A									
Book B			B								
Book C				C							
Book D					D						
Book E						E					
Book F							F				

Note that while Book A is intended for *average third graders*, it may also be appropriate for advanced *second* graders or remedial *fourth* graders. In some cases, the appropriate grade level can best be determined after administering sample lessons from more than one book.

This new fourth edition retains the essence of the popular *McCall-Crabbs* format while adding many new improvements:

- Each book contains 60 three-minute reading exercises, each of which contains eight multiple-choice questions.
- There are six books in the *McCall-Crabbs* series. Book A is based on a grade 3 reading level, and each succeeding book covers one higher reading level, with Book F spanning grade 8 through high school. These grade level designations are estimates for average readers. Ideally, more than one *McCall-Crabbs* level may be used in any classroom to match the individual capabilities of different students. The *McCall-Crabbs* format allows for considerable individualization across different reading levels.

- Each book may be used in a consumable manner by letting students mark their answers directly on the pages. Perforated pages also provide the option of assigning one page at a time.
- Each book may also be used in an economical nonconsumable way by having students mark their answers on a newly designed answer sheet, which can be ordered separately.
- G scores (grade score norms) were derived from a large field testing program during the fall of 1978 in which a wide range of socio-economic and minority groups were fully represented. Even though the G scores are not intended for precise measurement purposes, they are the product of an extensive research program and the participation of thousands of students.
- After scoring their own lessons, G scores at the bottom of each page enable students to monitor their progress in reading improvement. While these G scores are not intended to replace more rigorous standardized tests, they are sufficient for providing a rough estimate of growth in reading over a period of time. In short, *McCall-Crabbs* G scores are intended primarily for instructional purposes rather than for the formal evaluations required for school records and similar uses.
- *McCall-Crabbs* lessons were prepared at Teachers College, Columbia University, by many different writers, resulting in a wide range of interesting topics. All lessons were carefully reviewed for cultural, minority, and sexual bias, and test questions were prepared according to the highest professional standards.

The format of this new edition allows for many different possibilities, and directions can be easily altered to suit varying instructional needs. For example, remedial reading teachers may wish to use the booklets with individuals or small groups, or they can be used for oral reading practice or teacher-dictated work. In these and other applications described later, the teacher may choose not to use the G score norms, particularly since altering the directions may invalidate the norms. *If the G scores are to be used, care must be taken to follow the prescribed directions, including the three-minute time limit.*

The decision on whether to use separate answer sheets (nonconsumable use) or have students mark directly in the booklets (consumable use) should be made before placing an order for *McCall-Crabbs* materials. Consumable use has many advantages, particularly with young or problem readers. Students are not faced with the task of transferring their answers onto a

separate answer sheet, sometimes a source of error among many students. Consumable use is helpful for tutors and allows students to easily review the kinds of errors they may have made. Also individual pages can be sent home to show to parents.

Nonconsumable use, on the other hand, is more economical, and most students today are more familiar with using a separate answer sheet than in the past.

DIRECTIONS FOR ADMINISTERING THE LESSONS

Materials Needed:

Each student will need:

- a *McCall-Crabbs* booklet
- a standard pencil with a good eraser
- (in NONCONSUMABLE use, an answer sheet)

You will need:

- this *McCall-Crabbs* Teachers Manual
- a *McCall-Crabbs* booklet
- (if applicable, an answer sheet)
- a watch or clock with a sweep second hand
- extra pencils, sharpened and ready for use

Classroom Atmosphere

Provide a classroom atmosphere that is relaxed to reduce students' anxiety, but one that will encourage attention and interest. The seating arrangement should prevent students from easily seeing each other's work.

Arrangements should be made to give the lessons at a time that will be free of classroom disruptions, such as public address announcements, fire drills, and the like. Remember that each lesson should be timed at three minutes. Recording the exact starting time will facilitate precise timing.

Beginning the Testing

Nonconsumable Only

1. Distribute one *McCall-Crabbs* answer sheet to each student.
2. Have students fill in as much information as desired on the answer sheet.

3. Be sure to instruct students not to make any mark in the *McCall-Crabbs* book itself. You may find it useful to write this message on the board:
DO NOT MAKE ANY MARK IN THESE BOOKS

4. Be sure students know the location of the answer sheet box that applies to the particular lesson being administered. It may be useful to hold up a sample answer sheet or to illustrate it on the board.

5. Follow the instructions below.

Consumable and Nonconsumable Use

1. Distribute one *McCall-Crabbs* book to each student, saying, **PLEASE DO NOT OPEN YOUR BOOK UNTIL YOU ARE TOLD TO DO SO.**

2. At your discretion, you may write the following sample question on the board. Again, this will be more necessary with very young or learning disabled students and less important with older students or those who are familiar with the *McCall-Crabbs* format.

The name of this series of test lessons is (A) McGuffey Reader
(B) McCall-Crabbs (C) McDonald's Farm (D) Mary McAndrew

Note: If an answer sheet is being used, also reproduce the four answer circles as follows: (A) (B) (C) (D). Be sure to instruct students to locate the correct lesson box on their answer sheets.

3. Be sure each student fully understands the nature of the task, the correct lesson to be administered, and the correct place to mark the answers. It is suggested that the following statement of directions be read aloud before the testing begins:

**DO NOT BEGIN WORKING ON LESSON NUMBER _____
UNTIL I TELL YOU TO DO SO. THIS IS A LESSON TO
PRACTICE YOUR READING SKILLS, AND YOU WILL BE
GIVEN THREE MINUTES TO FINISH YOUR WORK. YOU
WILL HAVE A STORY TO READ AND EIGHT QUESTIONS
TO ANSWER. WHEN YOU FINISH THIS LESSON, CHECK
YOUR WORK AND THEN STOP AND PUT YOUR PENCIL
DOWN. DO NOT WORK ON ANY OTHER *McCALL-CRABBS*
LESSON. REMEMBER THAT SOME STUDENTS MAY STILL
BE WORKING, SO PLEASE BE QUIET IF YOU FINISH
EARLY.**

**READ AS FAST AS YOU CAN AND STILL UNDERSTAND
THE STORY. DO NOT WORRY IF YOU RUN OUT OF TIME.
SOME STUDENTS MAY NOT FINISH THIS LESSON, AND
SOME QUESTIONS WILL BE HARDER THAN OTHERS.**

AFTER YOU HAVE READ THE STORY, READ EACH QUESTION CAREFULLY, THEN FILL IN THE CIRCLE, BLOCKING OUT THE LETTER A, B, C, OR D BEFORE THE ANSWER YOU HAVE CHOSEN. IF YOU CHANGE YOUR MIND ABOUT ANY ANSWER, BE SURE TO ERASE COMPLETELY, THEN FILL IN ANOTHER CIRCLE. IF YOU DO NOT KNOW THE ANSWER TO ANY QUESTION, TRY TO GUESS, AND THEN MOVE ON TO THE NEXT QUESTION.

4. If answer sheets are being used, say:

DO NOT MARK IN YOUR BOOKLET. MARK ALL YOUR ANSWERS ON YOUR ANSWER SHEET. (Illustrate on the board.)

With consumable use, say:

SIMPLY MARK YOUR ANSWERS DIRECTLY IN THE BOOKLET. (Illustrate on the board.)

Pause to answer any questions, then say:

EVERYONE MAY NOW BEGIN.

5. Record the exact starting time on the board. Move around the room to make sure that everyone is working on the correct lesson and marking answers in the proper way. Encourage students to do their best, but do not answer any questions about the subject matter of the lesson itself.

INSTRUCTIONAL USES OF *McCALL-CRABBS*

Over the years teachers have found *McCall-Crabbs* to be an extremely versatile instructional tool. The list of classroom uses is potentially limitless, depending for the most part on specific instructional needs and teacher resourcefulness. This brief list of suggestions demonstrates that *McCall-Crabbs* can be much more than a three-minute lesson!

Supplement Reading Activities

Since *McCall-Crabbs* lessons require very little time to administer, most teachers find it easy to integrate them into any instructional program. Frequent use of *McCall-Crabbs* lessons can provide a valuable supplement to a basal reader or other principal reading activity, yet they need not interfere with time needed for other parts of the reading program. On the other hand, many teachers, particularly those opposed to the use of basal readers, may choose to make *McCall-Crabbs* an even more central part of their reading program.

Generate Class Discussion and Stimulate Reading Interest

McCall-Crabbs reading selections not only reflect the diverse experiences of many writers and reviewers, but they also provide students with challenging test questions designed to measure a variety of reading skills. As a result, *McCall-Crabbs* test lessons present many valuable opportunities for lively class discussion and even the assignment of collateral reading activities.

For example, one way to begin a class discussion is to allow students to suggest and even debate their choice of the correct answer for each question in the test lesson just completed. If a disagreement arises concerning vocabulary or subject matter, this would be a good time to teach the use of reference books, including the dictionary and encyclopedia. During discussion be sure to stress that agreement must be reached on the *best* answer, not merely a "good" answer. After a lively interchange, the class can compare its answers with those given in the answer key and then may proceed to compute its G score.

Individualize Reading Instruction

The graduated level format of *McCall-Crabbs* encourages the use of several different book levels within one class. The continuous scale nature of the G scores also permits comparison of scores from different book levels. In general, the *McCall-Crabbs* format presents a wide range of possibilities to the teacher concerned with both problem readers as well as gifted students who require more advanced material.

Provide a Graded I.R.I.

One of the most valuable tools available to any reading teacher is a quick but effective I.R.I. (Informal Reading Inventory). When teachers are unable to find a reliable source of I.R.I.s, they may be required to construct their own. Many teachers and reading specialists, however, consider *McCall-Crabbs* to be an excellent I.R.I. Aside from providing hundreds of interesting reading selections, *McCall-Crabbs* offers the additional advantages of professionally prepared test questions, controlled reading levels, and G scores.

Practice Oral Reading or Listening Skills

Many teachers have found *McCall-Crabbs* useful for giving students practice in reading lessons aloud, either individually or in a group. One student can read a story lesson aloud, while other students are asked to answer the questions, which can be either read aloud or read silently. Or the teacher can dictate an entire lesson to students to give practice in listening skills. Again, the G scores should not be used with this kind of work.

AN IMPORTANT STATEMENT CONCERNING G SCORES

G score norms are one of the most unique and valuable features of *McCall-Crabbs*, and their careful use can assist in monitoring a student's growth in reading ability. The measurement error inherent in any set of norms, however, does limit the use of the G scores. As a general rule of thumb, using an average G score obtained from several lessons should be considered the most reliable estimate of real progress in reading. The G score from one individual test lesson should not be considered a very precise measure.

Grade score norms for any test are always very popular, probably because they are easily understood. Unfortunately, grade scores contain some inherent problems that may lead to serious misinterpretation. The following points should be kept in mind while using *McCall-Crabbs* G scores:

- A G score merely provides an estimate of the score obtained by an average student at a particular grade level. For example, a third grader has answered 7 of 8 questions correctly on a particular *McCall-Crabbs* lesson. Her G score for that lesson turns out to be 4.8. All that this means is that she has scored as well on this lesson as an average student would during the eighth month of grade 4. Does this mean that she ought to be promoted to the end of fourth grade? Not exactly. A G score is *not* necessarily an indication of a student's instructional level.
- Growth in reading is often uneven. Students in grades 3 and 4 tend to "grow" more rapidly than students in higher grades. As a result, G scores do not represent equal intervals of achievement from grade to grade. For example, a third grader's "growth" from 3.2 to 3.8 in terms of G scores does not mean the same as a seventh grader's growth from 7.2 to 7.8, even though both students appear to have grown by six months on the G score scale. These statistical characteristics of G scores illustrate the importance of placing limits on their use for many kinds of formal evaluation.
- While *McCall-Crabbs* G scores can be a useful instructional tool, they are not intended to replace a more rigorous standardized reading test. Unlike the latter, *McCall-Crabbs* is not intended to be a precise measurement instrument, and thus no data on reliability, validity, or test objectives are presented. Still, the care with which *McCall-Crabbs* was constructed and the extensive field testing combine to inspire confidence in the use of G scores for the limited instructional uses suggested in this manual.

BOOK A

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
1	B	D	A	C	D	C	A	C
2	C	D	D	C	D	C	A	D
3	D	C	B	A	C	B	A	D
4	C	A	C	C	A	C	C	B
5	B	D	A	C	A	D	C	B
6	D	A	C	B	A	C	D	B
7	D	B	C	B	C	D	A	D
8	B	D	B	C	B	D	D	B
9	B	A	C	D	A	D	C	B
10	D	A	D	C	A	C	A	C
11	B	B	B	C	B	B	B	D
12	D	B	B	A	C	B	B	D
13	C	A	C	A	C	D	B	D
14	C	A	B	D	D	A	A	B
15	A	C	C	B	A	B	D	D
16	B	D	A	B	B	C	D	B
17	C	B	C	A	D	B	B	B
18	B	D	A	A	C	A	D	C
19	D	B	A	C	B	D	A	C
20	C	C	D	D	C	A	D	A
21	A	B	C	D	C	B	D	B
22	B	D	C	A	D	A	B	A
23	B	D	A	C	D	A	D	B
24	C	A	B	B	A	D	A	D
25	B	B	D	A	D	C	D	C
26	B	B	C	D	B	D	A	C
27	B	B	A	C	B	A	C	A
28	B	C	C	A	B	A	C	C
29	C	D	B	A	D	C	A	B
30	B	D	C	A	B	C	A	A

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
31	C	D	B	B	D	D	C	B
32	B	C	A	D	B	D	B	C
33	C	B	A	C	B	C	C	C
34	D	A	A	C	C	A	B	C
35	C	D	D	A	C	C	B	B
36	B	A	D	B	C	B	C	A
37	D	C	C	C	C	B	C	A
38	A	D	B	A	C	D	B	C
39	A	C	B	D	B	C	B	A
40	C	C	D	A	C	B	A	B
41	D	B	A	C	B	A	D	B
42	B	D	B	C	B	C	D	C
43	B	A	D	A	C	B	D	C
44	B	C	A	D	C	C	A	C
45	A	D	C	B	A	D	B	B
46	B	C	D	A	B	D	A	D
47	A	D	C	D	B	B	C	A
48	D	B	D	C	B	D	B	C
49	C	C	D	A	B	D	C	A
50	C	A	C	C	B	B	C	C
51	A	B	C	C	D	A	C	D
52	B	A	D	C	A	C	B	D
53	B	D	A	D	A	B	C	B
54	D	C	D	B	B	C	B	A
55	C	D	A	B	D	D	C	A
56	C	D	B	B	A	D	A	C
57	B	D	C	A	B	A	C	D
58	C	B	D	B	D	B	C	D
59	B	A	D	C	A	D	B	C
60	A	D	B	B	B	D	C	D

BOOK B

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
1	A	D	B	C	B	A	C	A
2	B	D	A	B	A	C	D	C
3	C	B	A	B	C	C	D	C
4	C	A	B	C	B	C	B	C
5	D	B	A	C	D	D	C	A
6	C	D	D	B	B	B	A	D
7	C	A	D	B	A	D	B	B
8	B	C	D	A	C	B	A	D
9	A	D	A	C	C	C	B	B
10	C	B	A	D	C	A	B	A
11	C	D	A	C	D	C	C	B
12	C	A	A	B	A	D	A	B
13	C	B	C	C	B	D	D	B
14	C	D	B	C	D	A	C	D
15	C	B	C	C	B	A	C	D
16	D	B	A	B	A	D	B	B
17	C	B	D	A	C	B	D	A
18	B	C	D	B	A	C	B	A
19	B	C	A	B	D	B	C	B
20	C	B	B	B	C	A	A	B
21	D	C	B	B	A	D	C	B
22	A	B	B	B	C	A	D	B
23	C	B	A	D	C	A	D	B
24	A	B	B	C	C	C	C	B
25	D	C	B	D	A	B	A	D
26	A	B	B	B	A	C	A	C
27	D	C	B	C	A	B	A	C
28	C	C	D	C	C	B	B	C
29	B	C	D	C	A	C	B	D
30	B	A	D	B	C	B	D	B

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
31	D	C	A	B	A	C	D	B
32	C	C	B	B	C	D	B	B
33	D	B	B	C	B	D	B	D
34	B	B	D	A	C	D	A	B
35	B	C	C	A	D	B	C	B
36	B	C	B	A	B	D	D	B
37	B	D	C	C	A	C	B	B
38	D	A	C	C	C	B	A	C
39	A	B	D	A	A	A	D	A
40	A	C	C	D	B	A	D	C
41	B	B	D	D	C	D	D	C
42	B	A	D	C	C	B	A	D
43	B	C	A	D	C	B	D	A
44	B	D	A	C	C	B	A	D
45	D	A	C	B	A	C	B	D
46	A	D	B	C	B	D	C	A
47	B	C	D	B	C	B	D	C
48	B	C	D	C	D	B	A	D
49	A	C	B	B	D	D	C	A
50	C	D	C	C	C	A	B	A
51	D	C	C	C	C	C	B	D
52	C	A	D	B	C	D	A	B
53	D	A	B	D	B	A	C	A
54	D	A	B	B	A	B	D	B
55	C	A	B	C	D	D	B	B
56	B	D	C	B	B	C	D	C
57	D	B	D	B	B	B	C	C
58	C	B	D	C	D	A	C	A
59	C	C	A	D	C	B	D	D
60	B	A	B	D	D	C	B	C

BOOK C

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
1	B	C	C	D	C	B	C	A
2	A	B	C	A	C	A	D	B
3	C	D	A	D	C	A	D	B
4	B	C	A	C	D	B	B	C
5	C	D	C	A	C	C	C	D
6	B	D	D	B	C	B	A	C
7	A	C	C	B	B	A	B	A
8	C	C	A	D	B	C	A	D
9	D	C	D	C	A	A	B	A
10	B	D	B	C	A	D	A	A
11	A	D	A	D	C	C	D	B
12	C	A	D	A	A	B	A	C
13	B	C	D	A	D	D	C	D
14	B	C	A	D	D	C	C	D
15	B	D	D	A	B	B	B	D
16	C	A	C	C	A	D	C	D
17	B	D	C	D	A	B	A	A
18	D	C	C	A	C	B	D	A
19	A	B	A	C	D	C	B	C
20	C	B	D	A	B	D	B	B
21	C	A	C	A	C	B	B	D
22	D	B	C	A	A	D	B	C
23	D	C	D	C	A	B	A	C
24	A	C	D	C	A	C	C	B
25	B	C	D	B	D	D	B	A
26	D	B	A	A	C	B	D	D
27	C	A	B	C	B	B	A	A
28	B	C	A	D	C	C	A	B
29	B	A	C	A	C	C	B	A
30	C	D	A	B	B	A	B	C

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
31	C	B	C	B	D	D	C	B
32	B	A	C	A	D	A	A	C
33	B	D	C	A	D	C	D	A
34	C	A	B	B	B	A	D	C
35	D	B	C	B	C	D	C	B
36	B	A	B	D	A	B	A	C
37	A	D	D	C	A	A	C	C
38	B	A	B	B	A	A	C	C
39	C	A	B	D	C	A	B	D
40	B	C	C	B	B	A	B	D
41	B	D	B	D	B	A	D	C
42	A	C	B	C	B	A	D	B
43	C	B	D	C	B	D	B	B
44	A	A	B	D	A	C	C	C
45	B	D	D	A	B	A	C	A
46	B	D	B	C	D	C	D	D
47	C	D	A	B	B	A	C	B
48	B	B	A	D	B	C	B	D
49	D	C	B	B	C	D	A	B
50	C	A	D	B	B	D	C	C
51	A	B	A	D	B	B	A	C
52	C	B	D	C	B	C	D	B
53	A	B	D	B	C	C	A	C
54	B	A	C	D	A	D	C	B
55	B	D	B	D	C	A	B	C
56	C	C	B	B	B	A	D	B
57	D	C	B	A	A	A	C	B
58	B	D	C	B	D	B	C	A
59	C	D	C	D	C	D	D	C
60	C	D	B	B	D	A	A	C

BOOK D

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
1	B	C	A	D	A	C	C	A
2	A	B	D	B	C	A	D	A
3	B	D	C	D	A	B	D	A
4	D	A	B	C	B	D	A	D
5	D	C	D	A	D	B	B	B
6	D	C	B	D	D	B	C	D
7	D	C	B	D	C	D	B	A
8	C	A	C	B	B	C	D	C
9	B	B	D	C	D	A	D	B
10	C	A	A	B	C	D	A	A
11	C	A	A	D	B	A	B	B
12	B	D	D	A	A	C	B	B
13	C	C	B	C	A	B	D	C
14	D	C	A	D	B	C	B	D
15	C	D	B	A	D	B	A	C
16	D	C	A	A	D	B	C	A
17	C	A	B	D	C	B	A	B
18	C	C	A	B	A	C	C	D
19	C	D	A	D	B	C	D	B
20	C	D	D	C	D	C	B	C
21	C	A	B	C	B	C	D	D
22	D	C	A	A	C	D	B	B
23	B	A	C	D	D	C	C	D
24	D	C	D	C	A	D	B	D
25	C	C	D	D	D	C	C	C
26	A	B	C	A	B	C	B	D
27	C	D	D	C	D	C	B	A
28	B	A	C	C	B	A	C	A
29	D	B	C	D	C	D	C	B
30	B	C	A	B	D	A	C	D

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
31	B	B	C	D	B	B	A	C
32	D	B	A	C	B	D	A	C
33	A	B	B	B	C	B	D	A
34	D	B	C	B	B	B	D	B
35	D	C	A	A	A	B	C	B
36	A	B	C	D	A	C	B	C
37	C	B	D	C	B	B	A	D
38	C	A	B	C	A	B	A	C
39	B	C	D	D	B	C	B	A
40	B	D	B	B	B	B	C	C
41	C	A	C	B	C	C	A	B
42	A	D	D	B	D	C	B	D
43	D	C	B	C	B	D	C	D
44	A	A	C	C	C	A	D	B
45	D	B	C	A	D	A	C	B
46	B	B	A	D	C	D	A	C
47	D	A	B	B	C	A	C	C
48	D	C	B	D	B	B	A	D
49	D	C	A	D	B	C	B	B
50	C	C	D	A	C	B	B	B
51	D	C	C	D	C	D	A	B
52	D	B	C	B	C	D	B	A
53	A	C	D	B	C	A	B	D
54	D	A	D	D	B	D	C	C
55	D	C	D	D	A	B	B	A
56	D	A	A	C	B	D	D	C
57	C	D	A	C	D	C	D	D
58	B	C	A	D	A	D	D	A
59	C	A	D	A	C	C	C	B
60	C	D	B	A	B	C	B	D

BOOK E

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
1	C	A	D	C	C	A	C	B
2	D	B	D	C	A	A	D	C
3	D	C	B	B	A	B	C	A
4	D	D	D	A	C	D	D	D
5	A	D	B	C	D	C	A	D
6	A	C	B	D	C	A	D	B
7	C	A	B	C	A	B	D	B
8	D	C	C	A	D	D	B	A
9	C	B	D	D	C	D	D	D
10	B	D	A	B	C	A	A	D
11	C	A	C	D	C	C	B	A
12	C	A	D	C	B	B	D	B
13	C	B	C	C	A	D	D	B
14	C	D	D	C	B	B	A	D
15	A	D	B	B	A	B	D	A
16	C	A	C	D	A	C	B	C
17	B	A	B	C	B	D	B	D
18	D	B	B	B	B	A	B	B
19	D	D	B	C	C	D	C	C
20	B	D	A	B	C	A	D	B
21	C	B	B	B	D	C	D	B
22	C	D	A	B	C	D	A	B
23	B	A	C	A	B	C	D	A
24	D	A	C	A	B	D	C	C
25	D	B	C	C	C	B	A	A
26	B	C	C	D	C	B	C	C
27	C	C	C	C	A	C	C	D
28	D	A	C	C	A	C	B	A
29	D	A	B	D	A	D	B	C
30	D	A	B	C	A	A	B	C

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
31	A	B	A	C	A	D	B	C
32	A	A	D	A	A	A	C	B
33	B	C	D	C	B	C	D	A
34	B	D	B	A	A	A	D	A
35	D	B	A	D	B	C	D	C
36	B	A	B	D	C	D	C	B
37	B	D	D	B	D	D	B	A
38	B	C	D	A	C	C	D	B
39	D	C	C	A	B	B	A	C
40	D	C	B	C	D	A	C	D
41	C	B	D	D	B	A	A	A
42	A	B	D	C	C	B	C	A
43	A	B	B	A	B	C	B	D
44	C	C	D	D	B	B	C	B
45	D	C	C	A	A	B	D	B
46	D	C	C	B	B	B	B	C
47	C	B	A	D	D	D	D	C
48	C	A	B	D	B	A	D	B
49	B	A	D	B	A	C	D	C
50	C	A	A	B	D	C	C	C
51	D	D	C	A	A	B	A	B
52	C	B	A	A	B	C	B	A
53	C	B	C	C	A	A	B	B
54	B	B	D	C	A	C	B	A
55	D	D	D	B	A	C	A	A
56	A	D	D	B	A	B	C	D
57	D	C	B	C	C	B	B	A
58	C	A	B	C	B	B	B	A
59	A	A	D	B	B	C	B	B
60	B	B	D	C	C	C	C	A

BOOK F

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
1	C	A	D	C	D	B	D	A
2	B	A	D	C	B	C	B	D
3	B	A	B	C	D	A	B	B
4	C	B	D	A	B	D	C	A
5	C	C	A	D	B	C	A	D
6	D	C	C	D	A	C	B	C
7	A	A	C	B	B	B	A	D
8	A	D	B	C	A	C	D	A
9	B	C	A	B	C	D	C	D
10	C	A	D	A	C	B	D	B
11	C	B	B	A	B	C	C	B
12	A	D	C	C	A	D	A	C
13	C	B	D	B	C	D	A	B
14	C	B	D	B	A	D	C	D
15	D	B	C	B	D	C	C	C
16	C	A	C	D	D	B	A	B
17	B	C	A	B	C	C	C	C
18	D	C	C	B	A	B	A	A
19	B	A	B	D	D	D	C	C
20	D	C	A	D	D	B	A	B
21	B	A	D	D	D	B	D	D
22	C	B	A	A	D	B	B	C
23	A	B	C	A	A	D	B	D
24	A	C	B	C	A	C	A	C
25	C	D	B	C	A	D	C	B
26	B	A	B	C	D	B	A	A
27	B	D	A	D	A	C	B	B
28	B	D	D	C	B	B	A	C
29	C	B	A	B	D	A	C	C
30	A	C	B	C	D	B	B	C

	Answers							
	1	2	3	4	5	6	7	8
Lessons								
31	D	C	A	C	A	C	D	A
32	D	B	C	A	C	A	B	C
33	A	C	C	B	D	A	D	C
34	C	A	D	B	A	B	B	B
35	C	B	A	D	B	A	C	A
36	B	B	A	D	C	A	A	D
37	C	B	A	D	A	C	D	B
38	B	C	D	C	B	B	D	C
39	C	C	A	B	C	A	A	B
40	C	C	B	B	D	D	B	C
41	D	B	A	D	A	B	B	C
42	C	B	D	B	A	C	B	C
43	A	C	B	D	B	B	A	C
44	B	C	B	D	C	B	B	C
45	C	C	B	C	B	C	B	C
46	B	A	D	A	C	B	D	C
47	A	D	B	C	A	B	C	C
48	C	B	D	C	B	A	D	A
49	B	A	D	B	C	A	D	C
50	C	D	B	C	A	C	D	B
51	D	A	A	B	A	D	C	B
52	C	A	C	B	A	D	A	C
53	B	D	A	C	D	C	B	D
54	A	C	B	A	C	A	D	B
55	B	D	D	A	C	A	B	B
56	B	C	D	C	A	C	A	D
57	C	B	C	D	A	B	B	B
58	C	B	A	D	C	C	B	C
59	A	C	D	C	D	B	C	C
60	C	B	D	B	A	D	B	C